

CORE WORD: **Change**

For Educators, Related Service Providers and Parents

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

WAYS WE CAN USE THE WORD

DESCRIBE (e.g., "It **changed!**")

COMMAND/REQUEST (e.g., "**Change** it")

ASK INFORMATION (e.g., "Did it **change?**")

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can give students the choice to **change** the snack they received. Students can tell adults "**change** goldfish" or "**change** crackers for fruit".

Circle: Adults can choose a helper for different things that need to be changed each day. For example, changing the date on the calendar. Students can say "**Change** to Friday" or "**Change** to 12".

PLAY

Toys and Games:



Uno has lots of opportunities for students to announce to their peers that something has **changed**. Students can **change** color and **change** direction. If adults are playing with the students, adults have great opportunities to provide models at the students' language level.

Recess:

If you want to introduce some structure into recess activities, you can set up different play stations that students can play for a certain amount of time. When the timer is up, a student can announce that it is time to **change** stations.

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

[“The Very Impatient Caterpillar” by Ross Burach; Presented by Storytime Anytime.](#) Although the word **change** does not appear in this story, it is about a character wanting and waiting to **change** into a butterfly. Adults can ask students “did it **change** yet?”.

[“Changes” by Bea Silverberg, illustrations by Darcy Tom, presented by English-Reading AZ.](#) This book has the target word on just about every page and it is a great discussion of serious changes kids experience in their lives.

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can model how we **change** our facial expressions to express different feelings and emotions. Students can tell the group when to **change** facial expressions. Students can also identify different feelings that their peers are expressing and what might make a person feel that way.

SENSORY MOTOR

This activity comes from the blog “How Wee Learn”, posted by Adelaide Ventura (<https://www.howweelearn.com/sensory-activities-for-toddlers/>). Pour some water into a large, deep bin and collect some paper of different colors, shapes, and thickness. Students can dunk the paper into the water and comment on how the paper **changes** when it gets wet.

VIDEOS, MUSIC, ANIMATED SHORTS

[“Sesame Street: Changes Song”](#)

[“Changes” by David Bowie](#)

STRUCTURED ACTIVITIES

Mr. Potato Head is a great tool for targeting different aspects of language. In addition to “put on” and “take off”, students can say what they **changed**.



This is a great activity for targeting subject-verb-object sentences, as well as past tense -ed. You can also use a simple sentence strip visual for students that would benefit from it. Students can say SVO sentences like “I **changed** eyes”. Or students can give commands to an adult or helper (“I want to **change** nose”).

ART OR SCIENCE ACTIVITIES

Adults can use jars of water and food coloring to learn about how combining colors can make new colors. Students can describe the **changes** they see (“It **changed** to red!”). If your students are not at the sentence level just yet, you can start with just the verb and the color (“**change** red!”) This activity is great for

gradually working up to using more morphological forms and sentence structures.

USE OF APPS OR OTHER TECHNOLOGY

NO-PRINT Get Ready for School Dress UP Game FREEBIE by Panda Speech is an app that allows the student to change a person's clothes on the iPad. Students can make sentences like "she **changed** shirt".



WORD WALL: Create a WordWall and add '**change**' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Wes Heidenreich @ heidenreichwes2@gmail.com.

Thank you!

CORE WORD: **Hear**

For Educators, Related Service Providers and Parents

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

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WAYS WE CAN USE THE WORD

GIVE INFORMATION: (e.g., I **hear** a cat)

DIRECT ATTENTION: (e.g., **hear** that)

REQUEST: (e.g., Can I **hear**?)

ASK QUESTION: (e.g., Did you **hear** that?)

ROUTINES AND SCHEDULES

An adult can gather toys that make sounds. Each student can take turns in a circle showing each other how the toys make sounds. Adults can ask and model on a communication device, ("Can you **hear** it?").

Bathroom: Adults can use the AAC system to comment on what they **hear** in the bathroom (e.g., the water in the sink, the toilet flushing, the paper towel being taken out of the hold, etc.)

Cooking: Adults can conduct a cooking project and could focus on the word, **hear**, (by listening to the noises from the food and appliances, (e.g., making popcorn). Adults can put the kernels in the popper (this will create a sound to

hear), turn on the air popper (this creates a loud noise that students can **hear**) and finally, students can **hear** the popcorn kernels popping as they are being cooked.

PLAY

Play zoo or safari. What animals do you **hear**? For example, the San Diego zoo and zoo Miami have a virtual field trip that students can take. Adults can discuss what different animals sound like and different animals that the student can listen to or **hear**. (e.g., Do you **hear** the gorilla?)

PBS learning goes to zoo

Miami <https://ca.pbslearningmedia.org/resource/1abd0f5d-b482-4ded-b7fc-1e4dd01b2d83/zoo-field-trip/>

Virtual Field trip to the San Diego Zoo <https://www.weareteachers.com/virtual-field-trip-to-the-san-diego-zoo/>

Play a game of silence with students. Everyone needs to be quiet for 30 seconds until the timer goes off. When the timer goes off, the adult can ask, did you **hear** anything? What did you **hear**?

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

I hear by Helen Oxenbury, courtesy of

SingingHandUK: https://www.youtube.com/watch?v=K5NfaSVIqIE&ab_channel=SingingHandsUK

This book talks about the different things that someone **hears** in a day. The book is also being signed in the video for students who would like to see and/or learn sign language.

The Listening Walk by Paul Showers, courtesy of Literature 4 Kids:

https://www.youtube.com/watch?v=BLs4r8IHUSg&ab_channel=Literature4Kids

This book is told from the point of view of a girl who takes her dog on a walk with her dad. They do not talk on their walk. Instead, they are taking the walk and using it as a listening walk. The book talks about the different sounds that the girl **hears** throughout the walk.

Polar Bear Polar Bear, What Do You Hear by Eric Carle, courtesy of Justin Brannick:

https://www.youtube.com/watch?v=ctQjLfMKinU&t=202s&ab_channel=JustinBrannick

This book talks about different animals and what they **hear** coming from the next page of the book.

What can I hear? By Annie Kubler, courtesy of Molly Yost:

https://www.youtube.com/watch?v=CCsAmToAgr4&ab_channel=MollyYost

This book talks about the different things that a baby **hears**.

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can whisper to a student and make sure what they are saying is soft enough that the student won't be able to **hear** everything they are saying. The student would need to say, "I don't **hear** you", adults can model and point to the communication device to help facilitate this phrase for students.

SENSORY MOTOR

An adult can use YouTube or another source to play music. The music can be played and stopped. When it is stopped, an adult can ask a student "what did you **hear**?" and the student can respond with "I **hear** a trumpet". This can be continued into other instruments or different songs and can be continued to be discussed with the adult and student.

STRUCTURED ACTIVITIES

Adults can introduce the word **hear** on talker or a big core board. Adults can indicate that they will be listening to sounds they can hear in their own environment (adults can use YouTube or sound touch app, (e.g., sink, toilet flush, lawn mower, blender, tv, radio to demonstrate). S=Adults can play different vehicle sounds and ask the student(s) what they **hear** (e.g., bus, car, ambulance, police car, fire truck, helicopter, airlines, etc.).

Students can listen intently as the adult plays sounds and in turn students can answer the question of what they **hear**. Adults can model utterances to assist the students in expanding their utterances, I **hear** a _____.

VIDEOS, MUSIC, ANIMATED SHORTS

What do you hear? By super simple songs, courtesy of super simple songs:
https://www.youtube.com/watch?v=YVgv1EFJZHc&ab_channel=SuperSimpleSongs-KidsSongs

Guess the Sound, courtesy of Mister Teach:
https://www.youtube.com/watch?v=n1m4h79JZso&ab_channel=MisterTeach

Young Adults:

Roar by Katy Perry, courtesy of Katy Perry:
https://www.youtube.com/watch?v=CevxZvSJK8&ab_channel=KatyPerryVEVO

Hear me calling by Juice WRLD, courtesy of JuiceWRLD:
https://www.youtube.com/watch?v=euSAGaub3m8&ab_channel=JuiceWRLDVEVO

Do you Hear what I Hear by Bing Crosby, courtesy of Bing Crosby:
https://www.youtube.com/watch?v=FhTnDaEmA5k&ab_channel=BingCrosby-Topic

Sleigh Ride by The Ronettes, courtesy of The Ronettes:
https://www.youtube.com/watch?v=XZTzai1H9DM&ab_channel=TheRonettesVEVO

ART OR SCIENCE ACTIVITIES

Students can make art projects of their favorite musical instruments. Students can then talk about the music they like to hear and group instruments based upon similarities.

Piano art courtesy of Mrs. Cook Teaches Art



Guitar art courtesy of Zilker Elementary Art



Saxophone art courtesy of The bird feed NYC



USE OF APPS OR OTHER TECHNOLOGY

Toca Boca Birthday: This app can be used to throw a birthday party. During the birthday party, you have a birthday song and blow out the candles on a cake. You can open the present, eat the cake, drink the juice. At the end, you clean up and wash the dishes. Adults can model the sentences “Do you **hear** the birthday song? Do you hear the toy?”

Sound Touch: This app provides colorful photographic visuals coupled with sounds across a wide range of categories, (e.g., pets, farm animals, vehicles).

WORD WALL: Create a WordWall and add ‘**hear**’ to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

Writing and the Word Wall: Using a pencil or alternative pencil, have students try to write or type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Alisa Lego on Instagram @newfriendscollective or Beth Lytle @blytle@mail.sfsu.edu

Thank you!

CORE WORD: **Front**

For Educators, Related Service Providers and Parents

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

WAYS WE CAN USE THE WORD

DESCRIBE (e.g., "My doll is in the top drawer at the **front** of my closet")

CLARIFY (e.g., "The toy is in the **front** of the cabinet")

ASK QUESTIONS (e.g., "Is my book in the **front** of the car?")

DIRECT (e.g., "Put the glass on the **front** of my desk")

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can choose a snack from their lunch box to play a game of directing one another's actions. Students and adults can take turns telling each other where to put the snack item, and the other person needs to move it to that place. (e.g., "Move the fruit snacks to the **front** of the lunchbox"). Students will get great practice for understanding of prepositional words with every day, familiar items.

Hide and Seek Attendance: Adults can hide name cards around the room before students arrive. During circle time, adults can give the student a 'clue' incorporating prepositional word that describes the location of their name card

(e.g., “Go look on the **front** of my desk”). After they find their name card, they can put it up on the wall/attendance chart. This is a fun way to make attendance a more fun and engaging experience, while teaching the students spatial concepts.

Kid-Friendly Attendance Charts for Kindergarten



Picture by Primary Delight Teaching

PLAY

Pretend Play: During child-led pretend play, adults can incorporate targeted vocabulary involved with the play. In this case, adults can incorporate the word **front** into various contexts during play. For example, if the child is suggesting that the dolls go on a road trip, the adult can say “Sure! Would you like to drive or sit in the **front** seat?”.

Positional Word Activity: Adults can use a red solo cup (or any plastic cup) and a small item or toy to use for teaching spatial concepts. Adults can introduce the cup as a house for the toy and direct them to move the bear to different places around the cup. (e.g., Put the bear... under, behind/in the back of, in **front**, on top, next to, etc.) See full blog [post](http://theprimarypost.com/2018/03/positional-words.html?epik=dj0yJnU9bkdCNjdRQkgtRW5MdXhILXhFeFd0TFdZcHpNYWtwcy0mcD0wJm49YnRrUUdhMDJ2bzd0Snhlam5WV3hKQSZ0PUFBQUFBROFadFNZ) at: <http://theprimarypost.com/2018/03/positional-words.html?epik=dj0yJnU9bkdCNjdRQkgtRW5MdXhILXhFeFd0TFdZcHpNYWtwcy0mcD0wJm49YnRrUUdhMDJ2bzd0Snhlam5WV3hKQSZ0PUFBQUFBROFadFNZ>

HOW TO TEACH

positional words



Picture from The Primary Post

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

[Back to Front and Upside Down](#) | by Claire Alexander | **[Read Aloud by Christie Peterson](#)**

Story about a student in school who had trouble writing his letters. They would come out back to **front** and upside down!

SOCIAL INTERACTIONS AND VIDEO MODELING

[In Front and Behind](#) | Placid Learning

Learn the basics of special concepts of in **front** and behind in this short, animated film! Helpful visuals showing from various points of view.

<https://www.youtube.com/watch?v=W6TDteyVCJ0>

[Front and Back Video](#) | Lili and Torto's Opposite Show | Sesame Studios

A short & cute, animated video that shows the concepts of **front** and back in various contexts/points of view.

<https://www.youtube.com/watch?v=m2DA7lmLxjM>

SENSORY MOTOR

Adults can place a chair in the middle of the room and direct the students to position themselves in different places around the chair. To make it fun and challenging, adults can add music and students can dance until the music stops. After adults pause the music, they can shout a spatial word (e.g., "Stand in **front** of the chair!") and see how fast the student can get there.

VIDEOS, MUSIC, ANIMATED SHORTS

[Preposition Song](#) | by the Bazillions

Catchy song that displays various prepositions including in **front**, and many more!

STRUCTURED ACTIVITIES

[Positional Words Kindergarten Positional Words 1st Grade Preposition Activities](#) | TeachersPayTeachers.com

\$3.50 PowerPoint-based activity that targets an interactive way to teach prepositional concepts such as in **front**, behind, next to, and inside.

<https://www.teacherspayteachers.com/Product/Positional-Words-Kindergarten-Positional-Words-1st-Grade-Preposition-Activities-2080232>

[Prepositional Words Resource Box](#) | Lakeshore Learning

A \$39.99 kit that is sold at Lakeshore Learning store that is filled with prepositional directions and physical items that the student can manipulate to display the various spatial concepts (e.g., put the bear in **front** of the box).

https://www.lakeshorelearning.com/products/ca/p/PP949/?utm_source=google&utm_medium=ppc&utm_campaign=PLA&CATARGETID=52001101000099155&CADevice=c&gclid=CjwKCAiAjeSABhAPEiwAqfxURWQTGR-mCJea_HzpHxVTaFNcR0-ty_9XyBYiya8h8WXUjHAEvoaikhoC3XAQAvD_BwE

Sorting Toys: Using the visual photo provided below, adults can facilitate an activity in which students will position their toys by **front** and back and sort them based on their respective column.



Picture from Freepik


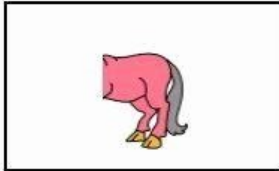

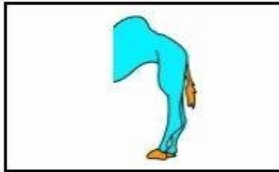
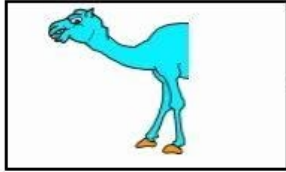

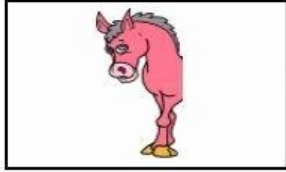



ART OR SCIENCE ACTIVITIES

Matching and Coloring Page: Students can draw a line to match the front and back of each animal and color as they please! Matching these animals targets inferencing skills and reinforces the concepts of **front** and back. Students can cut out the animals to physically match them up together if they would like as well.

Name: _____

Animals - Worksheet 2

Draw line to match the front half of each animal shown on the left with its back half shown on the right.

	•	•	
	•	•	
	•	•	
	•	•	
	•	•	

© www.funthinker.com

Picture from funthinker.com

USE OF APPS OR OTHER TECHNOLOGY

Magical Concepts (Virtual Speech Center Inc.): \$9.99 in the Apple Store. An app full of opposite concepts with visuals to help students learn the conceptual vocabulary associated with familiar objects. Some concepts include **front**, back, different, same, many, few, down, up, and more!

My Play Home (PlayHome Software Ltd): \$3.99 in the app store. An app with household objects and characters that are able to be manipulated in many different ways. This interactive game can be facilitated by adults by incorporating concept vocabulary like **front** and back during play on the app.

WORD WALL: Create a WordWall and add '**front**' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Amy Burt @ amyaburt@gmail.com.

Thank you!

CORE WORD: **Back**

For Educators, Related Service Providers and Parents

STRATEGY OF THE MONTH

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WAYS WE CAN USE THE WORD

DESCRIBE (e.g., "My doll is in the top drawer at the **back** of my closet")

CLARIFY (e.g., "The toy is in the **back** of the cabinet")

ASK QUESTIONS (e.g., "Is my bike in the **back** of the car?")

DIRECT (e.g., "Put the picture on the **back** of my door")

SHARE PHYSICAL NEEDS (e.g., "My **back** hurts")

REQUEST ASSISTANCE (e.g., "Can you help me move the toy bin **back** to where it belongs?")

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can choose a snack from their lunch box to play a game of directing one another's actions. Students and adults can take turns telling each other where to put the snack item, and consequently the other person would need to move it to the indicated location/place. (e.g., "Move the fruit snacks to the **back** of the lunchbox"). Students will have the opportunity to

focus on the understanding and use of prepositional words with every day, familiar items.

Hide and Seek Attendance: Adults can hide name cards around the room before students arrive. During circle time, adults can give the student a 'clue' incorporating prepositional word that describes the location of their name card (e.g., "Go look on the **back** of the thing that tells us the time"). After they find their name card, they can put it up on the wall/attendance chart. This is a fun way to make attendance a more fun and engaging experience, while teaching the students spatial concepts.

Kid-Friendly Attendance Charts for Kindergarten



Picture by Primary Delight Teaching

PLAY

Pretend Play: During child-led pretend play, adults can incorporate targeted vocabulary. In this case, adults can incorporate the word **back** into various contexts during play. For example, if the child is suggesting that the dolls go on a road trip, adults can say "Sure! Let's put our luggage in the **back** of the car and go!" and "Let's go! When do you think we should come **back**?"

Positional Word Activity: Adults can use a red solo cup (or any plastic cup) and a small item or toy to use for teaching spatial concepts. Adults can introduce the cup as a house for the toy and direct them to move the bear to different places around the cup. (e.g., Put the bear... under, behind/in the **back** of, in front, on top, next to, etc.) See full blog [post](http://theprimarypost.com/2018/03/positional-words.html?epik=dj0yJnU9bkdCNjdRQkgtRW5MdXhILXhFeFd0TFdZcHpNYWtwcy0mcD0wJm49YnRrUUdhMDJ2bzd0Snhlam5WV3hKQSZ0PUFBQUFBROFadFNZ) at: <http://theprimarypost.com/2018/03/positional-words.html?epik=dj0yJnU9bkdCNjdRQkgtRW5MdXhILXhFeFd0TFdZcHpNYWtwcy0mcD0wJm49YnRrUUdhMDJ2bzd0Snhlam5WV3hKQSZ0PUFBQUFBROFadFNZ>

HOW TO TEACH

positional words



Picture from The Primary Post

READING

Spend a Day in Backwards Bay | by Samantha Berger | [Read Aloud by The Reading Train](#)

A fiction book about a town called Backwards Bay where all the people do things backwards! They wear their clothes **backwards** and do everything the opposite way.

<https://www.youtube.com/watch?v=JWFt267sWF0>

Room on the Broom | by Julia Donaldson and Axel Scheffler | [Read Aloud by Liz Shanks](#)

A great children's book that is packed with prepositional concepts throughout. Join along as the witch flies off on her broom, then running into trouble and needing to fly **back** to the ground. How many friends can she fit on the **back** of her broom?

<https://www.youtube.com/watch?v=WUn4dFUONRc>

Give Me Back My Book! | by Travis Foster and Ethan Long | [ReadAloud by Mr. Mike's Storytime Bonanza](#)

A story all about misunderstandings and how they can be solved. The main character loses his book and wants it **back**, read along to find out whose book is whose.

<https://www.youtube.com/watch?v=kPR441dAT14>

Can Somebody Please Scratch My Back? | by Jory John | [ReadAloud by Mr. Mike's Storytime Bonanza](#)

A cute story about an elephant that is searching to find a friend that will scratch his **back**.

<https://www.youtube.com/watch?v=6Mj-1jmPcZ0>

SOCIAL INTERACTIONS AND VIDEO MODELING

Front and Back Video | Lili and Torto's Opposite Show | Sesame Studios

A short & cute, animated video that shows the concepts of front and **back** in various contexts/points of view.

<https://www.youtube.com/watch?v=m2DA7ImLxjM>

Grade JrKg Concept of Front and Back Priyal | Rejoice International School

A detailed explanation of the front and **back** points of view from various common animals and objects.

https://www.youtube.com/watch?v=ADgA6yww_R8

SENSORY MOTOR

Adults can place a chair in the middle of the room and direct the students to position themselves in different places around the chair. To make it fun and challenging, adults can add music and students can dance until the music stops. After adults pause the music, they can shout a spatial word (e.g., "Go to the **back** of the chair!") and see how fast the student can get there.

VIDEOS, MUSIC, ANIMATED SHORTS

 [Blu Dog](#) | Scratch my back and I'll scratch yours | Monica Plus

A wordless, animated short about pets who just want their **backs**' to be scratched.

<https://www.youtube.com/watch?v=Dmhknh--cyk>

STRUCTURED ACTIVITIES

Sorting Toys: Using the visual photo provided below, adults can facilitate an activity in which students will position their toys by front and **back** and sort them based on their respective column.



Picture from Freepik

ART OR SCIENCE ACTIVITIES





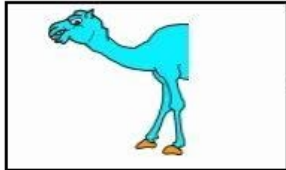



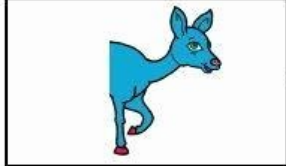
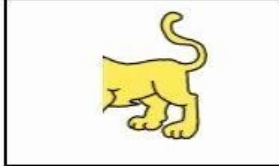
Art Craft: Students can learn how to draw an elephant from the front and **back** point of views! A simple and instructional video of how to draw an elephant from the back - <https://www.youtube.com/watch?v=TknhRZdvQ5o>

Matching and Coloring Page: Students can draw a line to match the front and back of each animal and color as they please! Matching these animals targets inferencing skills and reinforces the concepts of front and **back**. Students can cut out the animals to physically match them up together if they would like as well.

Name: _____

Animals - Worksheet 2

Draw line to match the front half of each animal shown on the left with its back half shown on the right.

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USE OF APPS OR OTHER TECHNOLOGY

Magical Concepts (Virtual Speech Center Inc.): \$9.99 in the Apple Store. An app full of opposite concepts with visuals to help students learn the conceptual vocabulary associated with familiar objects. Some concepts include front, **back**, different, same, many, few, down, up, and more!

My Play Home app (PlayHome Software Ltd): \$3.99 in the app store. An app with household objects and characters that are able to be manipulated in many different ways. This interactive game can be facilitated by adults by incorporating concept vocabulary like front and **back** during play on the app.

WORD WALL: Create a WordWall and add '**back**' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Amy Burt @ amyaburt@gmail.com.
Thank you!